



Guidelines for Establishment of Courses and Study Programmes¹

These guidelines were ratified by the Vice-Chancellor on 27 October 2020 and are in effect as of the same date.

Registration number HS 2024/349

¹ This is a translation of the Swedish version (*Riktlinjer för inrättande av utbildning, registration number HS 2020/880.*) In the event of any discrepancy, the Swedish version of this document shall prevail.

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1 Introduction

According to the Higher Education Act (chapter 1, section 4), the University of Skövde (the University) is responsible for the quality of its operations. A description of the University's quality system can be found in the University's quality policy. In this document it is stipulated that one area of the quality system is quality assurance in education² Quality assurance in education includes a number of areas, where some important parts are strategic decisions and quality audits when establishing new degree programmes and subjects (main fields of study, resource subjects, and third-cycle subjects). Additionally, a quality audit is to be performed when an application to re-establish a degree programme that has been dormant for a longer period of time is made.

2 General Information about the Establishment of Courses and Study Programmes

The establishment of a course or study programme is a strategic decision in which the higher education institution takes on a significant responsibility, both qualitatively and financially. Degree programmes and new subjects are therefore established by the Vice-Chancellor³. Courses within a subject are established by curriculum committees, as delegated by the Faculty Board⁴.

Applications for the establishment of first- and second-cycle subjects are normally made in connection with applications for the establishment of one or more degree programme(s)⁵. Applications for new courses or study programmes are normally initiated by a school.

In some cases, degree-awarding powers must be granted by the Swedish Higher Education Authority (UKÄ). This applies to courses and study programmes on a Master's (120 credits) or third-cycle level in new fields, and courses or study programmes leading to a qualification in the fine, applied or performing arts, or to a professional qualification. The Vice-Chancellor determines whether such an application is to be sent to UKÄ for appraisal.

² The term 'education' includes both subjects and degree programmes.

³ Currently, the University of Skövde has degree-awarding powers for third-cycle education in the information technology field. The University may establish new subjects within this field. If third-cycle education is to be provided in another field, an appraisal of degree-awarding powers must be performed by the Swedish Higher Education Authority (UKÄ).

⁴ The process for establishing courses is regulated in guidelines for the design of, for example, syllabi

⁵ Appendix 1 of this document includes various definitions related to subjects, as support for the establishment of subjects.

The University makes use of a number of assessment areas and assessment grounds when establishing a course or study programme. The assessment areas and assessment grounds for the establishment of first- and second-cycle subjects and degree programmes can be found in appendices 2 and 3. UKÄ's guidance, assessment areas and assessment grounds are used for applications for new subjects in existing third-cycle fields. UKÄ's guidance, assessment areas and assessment grounds are also used for applications for the establishment of courses and study programmes where degree-awarding powers are granted by UKÄ.

3 Process

The establishment of a study programme normally follows these steps:

- Initiation at the school
- Strategic consultation with the Vice-Chancellor
- Pre-presentation to the Faculty Board
- Development of application
- Appraisal by external expert (in some cases)
- The Faculty Board processes the finished application
- Information to employee associations
- Vice-Chancellor's decision (decision concerning establishment, and decision concerning the range of programmes, or decision to send the application to UKÄ)
- Ratification of the programme syllabus

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- Development of educational content, in the form of courses
 - Degree programmes and courses are administered in various study administration systems for admissions, etc.
 - Marketing
 - Programme start
 - Follow-up

The timeframe from strategic consultation to decision concerning establishment, or decision to send the application to UKÄ, normally takes six months. Time is also added for marketing, the development of courses, and administration of a new degree programme, including its courses, in various study administration systems, which enables it

to start (section 3.10). General schedules for the establishment of courses and study programmes can be found in appendices 4 and 5.

When a degree programme that has been dormant for a longer period of time is re-established, a simplified process is used (section 4).

The process for the establishment of courses and study programmes is outlined in more detail in the following sections.

3.1 Initiation at the school

Proposals to establish courses or study programmes are normally initiated by a school. The Vice-Chancellor can also ask the Head of School to begin such a process.

3.2 Strategic consultation with the Vice-Chancellor

Proposals for new courses or study programmes are presented to the Vice-Chancellor by a representative of the school. This takes place during a strategic consultation. The Vice-Chancellor, Pro Vice-Chancellor, Head of University Administration, Dean, Pro-Dean, and a student representative participate in the strategic consultation. The school is represented by the Head of School, concerned Head of Division, concerned Subject Coordinator, and any other concerned persons. Following the strategic consultation, the Vice-Chancellor decides whether the case should be taken further.

The school provides materials in preparation for the strategic consultation. Therein, the school presents some of the assessment areas and assessment grounds that are also to be included in any future application. Appendices 2 and 3 clarify which assessment areas and assessment grounds are to be included in the strategic consultation. The material is to be submitted to the Secretary to the Vice-Chancellor by the Head of School no later than two weeks before the strategic consultation. The material must follow a specific template, which is available on the staff portal.

Strategic consultation takes place at two points during the year⁶:

- September/October for degree programmes starting in the autumn term⁷
- August for degree programmes starting in the spring term

If the consultation concerns the establishment of a new subject, or the establishment of an existing subject in a higher education cycle than what has previously been provided within the subject, it takes place in

⁶ Appendices 4 and 5 include schematic time schedules.

⁷ The meeting is to be scheduled for either September or October. This is coordinated with a meeting time for the next Faculty Board meeting, where the proposal to establish a subject or degree programme is to be pre-presented.

connection with either of the two strategic consultations stated above. If material for the establishment of a new subject is provided in connection to providing material for the establishment of a new degree programme, strategic consultation takes place at the time that applies for the degree programme. If the case concerns a new third-cycle or master's (120 credits) level field, a qualification in the fine, applied or performing arts, or a professional qualification, strategic consultation can take place either in the spring or the autumn, depending on when the application is to be sent to UKÄ.

If the case concerns a course or study programme where degree-awarding powers must be granted by UKÄ, the material must also include the school's summarising assessment of how well UKÄ's assessment areas and assessment grounds have been met.

Following the strategic consultation, the Vice-Chancellor decides whether the matter should be taken further. The assessment that is made is both of a strategic and qualitative nature. The qualitative aspects concern the existing potential and conditions for providing a high-quality degree programme. Since the decision concerns both strategic and qualitative aspects, the Dean presents the Vice-Chancellor's decision. If the qualitative aspects are deemed insufficient, or if the proposed course or study programme is not deemed strategically relevant, the Vice-Chancellor will not take the matter further. The Vice-Chancellor may also decide that the matter is not to be taken further if the provided material is of sufficient quality. In case of a rejection, the school may re-apply with improved material the following year.

3.3 Pre-presentation to the Faculty Board

If the Vice-Chancellor decides that the matter is to be taken further, the next step is a pre-presentation to the Faculty Board. This normally takes place at the first meeting of the Faculty Board following the strategic consultation.

The purpose of the pre-presentation is to inform the Faculty Board of the proposal, and give the members an opportunity to voice their opinions of the material at an early stage. The school is represented by the Head of School, applicable Head of Division, applicable Subject Coordinator, and any other persons concerned in the matter.

The material for the pre-presentation is the same as was used at the strategic consultation with the Vice-Chancellor.

Some representative officers from Support Services are invited to the meeting. The purpose is to gather views, and to prepare Support Services for work connected to any new degree programmes.

The invited Support Services officers are:

- a representative of the Marketing and Communications Office
- the Educational Issues Officer concerned
- the Study and Career Counsellor concerned

3.4 Development of Application

Following strategic consultation with the Vice-Chancellor and the pre-presentation to the Faculty Board, the school prepares the application. The material used for the strategic consultation is part of the complete application. The application is made using a specific template. The application must also include a proposed programme syllabus (in cases where the application concerns the establishment or re-establishment of a degree programme). Further appendices to the application concern presentations of teaching capacity and teaching competence.

Consultation with Support Services and the Student Union must take place when the application is being prepared.

A simplified application can be made in some cases, such as when the school has recently applied for, and been granted, a similar degree programme. The Faculty Board decides whether a simplified application is applicable. If this is the case, the school is informed of this once the Vice-Chancellor, following the strategic consultation, has decided that the application can be taken further (see section 3.2). The general template is then adapted to the specific application.

A proposed syllabus must always be included with the application for a new degree programme. Consultation with the relevant Educational Issues Officer must take place prior to attaching the syllabus to the application. The Educational Issues Officer checks that all compulsory details are included.

A proposed general syllabus must always be included with the application for a new third-cycle subject. Consultation with the Coordinator of PhD Studies must take place before the general syllabus is attached to the application.

Applications for degree-awarding powers in new third-cycle or Master's (120 credits) level fields, for qualifications in the fine, applied and performing arts, or professional qualifications, are made in accordance with UKÄ's instructions.

3.5 Appraisal by external expert

In certain special cases, The Faculty Board may decide that parts of, or the whole application, should be appraised by external experts. This could be the case if the application concerns education within a

field that is completely new to the University. Appraisal by an external expert is always to be used if the application is to be submitted to UKÄ. The dates of the external expert appraisal are decided in consultation with the school when the schedule for the application is prepared.

The experts may be individuals with academic or pedagogical competence, and with insight into the Swedish system for higher education, or active professionals with experience from a relevant area of the labour market. The Faculty Board appoints experts upon consultation with the school concerned. The experts are to submit their conclusions to the Faculty Board. The experts' statements, alongside the completed application, constitute the material for the Faculty Board's assessment of the application. The school pays the experts' fees⁸.

3.6 The Faculty Board processes the application

The application is processed at a regular meeting of the Faculty Board. The application is to be submitted to the Faculty Board Secretary no later than two weeks before the meeting. The application must be signed by the Head of School. The Head of School is also responsible for ensuring that the application is simultaneously submitted to the Registry Officer for registration.

The Faculty Board may, if necessary, request that the application be revised or complemented with additional details.

At the Faculty Board meeting where the completed application is processed, the school is represented by the Head of School, the relevant Head of Division, the relevant Subject Coordinator, and any other persons concerned. The relevant Educational Issues Officer is also to be invited to the meeting.

Once the process is complete, the Faculty Board makes a proposal to the Vice-Chancellor, either to establish the course or study programme, or to apply to UKÄ for an appraisal of degree-awarding powers. In cases where proposals are made concerning a rejection of an application, the Faculty Board must clarify the arguments on which they base their conclusions.

3.7 Information to employee trade unions

In connection with the Faculty Board's processing of the application, the board provides information about the case, in accordance with §

⁸ The Dean determines the level of compensation for external expert appraisals within the Faculty Board's area of responsibility, such as for experts appraising applications for the establishment of new courses or study programmes. This ensures that the fees within the University are level.

19 of the Employment (Co-Determination in the Workplace) Act (MBL), to the employee trade unions at the University.

3.8 Vice-Chancellor's decision

Following a proposal from the Faculty Board, the Vice-Chancellor decides whether the course or study programme is to be established, sent to UKÄ for an appraisal of degree-awarding powers, or if the application is to be rejected.

If the Vice-Chancellor decides that a new degree programme is to be established, the Vice-Chancellor will later also decide whether the new programme is to be included in the range of programmes for the term in which it has been suggested that that the programme will start.

3.9 Programme syllabus and general study plan

The proposed programme syllabus (for first- or second-cycle degree programmes) or general study plan (for third-cycle subjects) must be attached to applications for new degree programmes and new third-cycle subjects respectively. It is to be attached to the specific application submitted to the Faculty Board (see section 3.4).

The decision determining the programme syllabus or new general study plan is normally made at the Faculty Board's first regular meeting following the Vice-Chancellor's decision to establish the degree programme or third-cycle subject. At this meeting, the school is represented by the Head of School or the relevant Head of Division, and the relevant or prospective Subject Coordinator. If the case concerns a first- or second-cycle degree programme, the prospective Programme Coordinator is also to participate. If the case concerns a new third-cycle subject, the relevant Director of PhD Studies is also to participate. Further representatives of the school may participate. The relevant Educational Issues Officer or Coordinator of PhD Studies is also invited to the meeting.

3.10 Marketing, development of courses and administration

Following the Vice-Chancellor's decision to establish a new degree programme, time is added for marketing, development of new courses and administration within the programme in various systems.

A new degree programme normally requires extensive marketing to provide good conditions for student recruitment. It is important that the school allocates time, a budget and staff resources following the establishment of the course or study programme in order to facilitate the marketing of said programme. At an early stage, the school must

contact the Marketing and Communications Office to plan marketing activities.

If the degree programme is to be open to international applicants, the International Office must also be contacted at an early stage, to plan international marketing.

The degree programme must be made available on multiple websites and systems well in advance of the round of applications that the programme is included in. It is also important to allocate time and resources for the development and distribution of any printed marketing materials and film productions.

3.11 Follow-ups

Follow-ups of the new course or study programme takes place within the framework of the regular annual follow-up of degree programmes, the six-year follow-up of third-cycle courses and study programmes, and the six-year follow-up of subjects and related degree programmes at the University.

4 Re-Establishment of Dormant Degree Programmes

When a higher education institution wants to re-establish a degree programme that has been dormant for more than two years, a quality audit is performed by the Faculty Board. This is to ensure that a high-quality degree programme can be provided. In connection with this, the school may choose to revise the content of the course or study programme.

The Faculty Board's quality audit is made based on a selection of the assessment areas and assessment grounds that are used when new degree programmes are established. The Dean determines which assessment areas and assessment grounds are to be used, in consultation with the Head of School concerned.

If the Faculty Board determines that a high-quality degree programme can be provided, the course or study programme can be re-established. The school can then suggest to the Vice-Chancellor that the degree programme be re-introduced into the range of programmes of a specific stipulated term. In cases where changes need to be made to the programme syllabus, the relevant Syllabus Committee is tasked with ratifying a revised syllabus.

Re-establishments of dormant degree programmes are to take place in accordance with the general schedules that apply to the establishment of new degree programmes (appendices 4 and 5). No strategic consultation takes place, however, when degree programmes are re-established.

5 Division of Responsibilities

The following responsibilities apply to the establishment of courses and study programmes.

Head of School:

- mainly responsible for the application (including signing it and submitting to the Secretary to the Vice-Chancellor, Faculty Board Secretary, and Registry Officer for registration, in accordance with the schedule)
- allocates resources for applications for new courses and study programmes, and for marketing of new courses and study programmes
- ensures that contacts are made with relevant office holders within Support Services, and with the Student Union when preparing the application
- participates in the strategic consultation with the Vice-Chancellor
- participates in meetings with the Faculty Board

Head of Division:

- participates in the preparation of the application
- participates in the strategic consultation with the Vice-Chancellor
- participates in meetings with the Faculty Board

Subject Coordinator:

- participates in the preparation of the application
- participates in the strategic consultation with the Vice-Chancellor
- participates in meetings with the Faculty Board
- prepares syllabus proposals in consultation with the prospective Programme Coordinator

Student Union:

- participates in the strategic consultation meeting with the Vice-Chancellor
- participates in meetings with the Faculty Board
- answers any questions from the school during the preparation of the application

Support Services directors:

- allocate resources for different kinds of support for establishing courses or study programmes, such as the development of factual and marketing materials
- provide views on the application, following contact from the school

Dean:

- participates in the strategic consultation meeting with the Vice-Chancellor
- presents the decision concerning ongoing preparation of the case following the strategic consultation with the Vice-Chancellor

Faculty Board:

- reviews the application from a quality perspective
- administrates any appraisal by external experts
- uses experiences in order to continuously improve the establishment process

Vice-Chancellor:

- performs a strategic assessment of the application
- decides whether a course or study programme should be established, or if an application should be sent to UKÄ for an appraisal of degree-awarding powers

6 The Document is in Effect as of

The document was ratified by the Vice-Chancellor on 27 October-2020, and is in effect as of the same date. The document replaces the Guidelines for the Establishment of Courses and Study Programmes (registration number HS 20xx/xxx)

Appendix 1: Definitions Related to Subjects

Subjects

A subject is a delimited field with its own name. New subjects are developed when new courses or study programmes are created and when research takes place in new fields. The establishment of new subjects takes place in collaboration with multiple parties, where universities, university colleges and the international research community are important stakeholders.

Each subject must have a definition. The definition must be brief (normally no more than 100 words), and it must define the core of the subject. Any local adoption of a profile for the subject at the University must be made clear. If possible, the definition shall be formulated in such a way that it can be understood not only by specialists in the subject. The subject definition is to be ratified by the Faculty Board.

At the University of Skövde (the University), a subject is used to classify the course or study programme. Each course belongs to a subject, which is to be made clear in the course syllabus. A subject can be either a main field of study or a resource subject (see below).

Main Field of Study

A main field of study is the part of higher education that defines the degree specialisation. General degrees or diplomas⁹ are awarded within main fields of study, the main field of the course or study programme. Universities and university colleges decide which main fields of study should be available at their higher education institution in first-cycle and Master's (60 credits) level courses and study programmes. Degree-awarding powers in main fields of study on the Master's (120 credits) level can be awarded following an appraisal by UKÄ, see section 'Field for Degrees of Master (120 credits)' below.

At the University, the main field of study is always a subject. A subject may have the status of main field of study on a Bachelor's, Master's (60 credits) or Master's (120 credits) level.

Specialisation in a main field of study

As is made clear above, a general degree or diploma is awarded in a subject that is a main field of study. There can be different specialisations within subjects/main fields of study, but degrees or diplomas are normally awarded in the main field of study without a specialisation. In some cases, however, degrees and diplomas can also be awarded with a specific specialisation within

⁹ The general degrees or qualifications which, according to appendix 2 of the Higher Education Ordinance, can be issued are a Higher Education Diploma, Degree of Bachelor, Degree of Master (60 credits), and Degree of Master (120 credits). In addition to the general qualifications, there are also a large number of professional qualifications.

a subject/main field of study. For this to be possible, the specialisation must be clearly and strongly anchored in research.

From a student and usability perspective, a general degree or diploma title can be advantageous. It gives students more options in the labour market, and does not run the same risk of becoming obsolete as a specific specialisation. The same reasons largely apply to the University as a provider of education. Specialisations that are too specific can be problematic in a changing world, not least considering the need for specific teaching abilities. Degrees and diplomas with specialisations should therefore be sparingly awarded – following special assessments.

Resource subject

Aside from the subjects that are main fields of study, there are a number of resource subjects at the University which offer first-cycle studies (specialisation levels G1N and G1F). Courses in these subjects provide support and supplementation to study programmes in main fields of study and programmes that lead to professional degrees and diplomas.

Field for Degrees of Master (120 credits)

The Swedish Higher Education Authority grants permission to award Degrees of Master (120 credits), following an appraisal. The permit involves a **field**. The term ‘field’ is different to the term ‘main field of study’, which is what is used for qualifications up to Degrees of Master (60 credits). A field can be described as a delimited area of knowledge that may be broader than a main field of study. A field can include one or more main fields of study.

The term ‘field’ is also used when UKÄ appraises degree-awarding powers for third-cycle education. Fields for Degrees of Master (120 credits) and third-cycle qualifications may coincide, but don’t have to.

Field for third-cycle education

The Swedish Higher Education Authority grants permission to provide third-cycle education, following an appraisal. The permit is in relation to a **field**. The term ‘field’ is different to the term ‘main field of study’, which is what is used for qualifications up to Degrees of Master (60 credits). A field can be described as a delimited area of knowledge that may be broader than a main field of study. A field can include one or more subjects for third-cycle education. Fields for Degrees of Master (120 credits) and third-cycle qualifications may coincide, but this is not a necessity.

Subject for third-cycle education

Degrees of Licentiate and Degrees of Doctor are awarded within the third-cycle subjects that the University has established. The University can establish subjects for third-cycle education within the fields for which the University has

been granted University degree-awarding powers by the Swedish Higher Education Authority.

Secondary classification in a subject

The University's courses are provided in the subjects that are established at the University. The courses have a primary classification in a subject, but in some cases, the course content can – in addition to being relevant to the subject that is the course's primary classification – also be relevant to one or more other subjects. The course can, in these cases, have a secondary classification in one or more subjects. Secondary classifications are to be stated in the course syllabus.

Before a decision concerning a secondary classification is made, consultations with the Subject Coordinator of the relevant subject must take place.

Reasons for and against secondary classification

There are many reasons for secondary classification, mainly that an overlap between different subjects is common, and that different higher education institutions may define subjects differently. Secondary classification may therefore facilitate a student's ongoing studies at another higher education institution.

This must be weighed against the fact that subject divisions constitute one of the foundations for the University's quality assurance in education. There is a clear organisation and division of responsibilities related to subjects. Subject Coordinators have a clear responsibility for 'their' subject, i.e. the subject's content, organisation, and development. When a secondary classification is made, responsibility for the course is spread across multiple parties. This is mainly problematic as regards course progression in a main field of study. In these cases, the Subject Coordinator of the main field of study has to share responsibility for the progression with other parties. Excessive secondary classification thus increases the risk of weakening quality assurance in education.

National classifications into subject groups, main field of study groups, and disciplinary domains

The Vice-Chancellor determines the national classification of subjects – subject groups, main field of study groups, and disciplinary domains.

Subject groups and main field of study groups

All first- and second-cycle education is nationally classified by subject. The classification, which is performed by the Swedish Higher Education Authority (UKÄ) and Statistics Sweden (SCB), is, on a general level, where division into subject groups (groups of subjects) takes place. Therefore, each course belongs both to a local subject (see above), and a national group of subjects.

UKÄ and SCB also determine groupings of main fields of study to describe general qualifications, and qualifications in the fine, applied and performing arts in official statistics, so-called main field of study groups.

Disciplinary domains

Disciplinary domains are a basis for division of the government's allocated resources for first- and second-cycle courses and study programmes. In the public service agreement for universities and university colleges, in the so-called tick list, the allocation of disciplinary domains to different higher education institutions is stated. Classification must, according to national regulations¹⁰, take place based on subject content – and not based on resource usage, teaching methods, or the degree programme in which the course is included.

Subjects are normally only categorised to one disciplinary domain at the University, excluding the disciplinary domains that have national limitations, in accordance with the public service agreement. Thus, the course subject determines the disciplinary domain of a course – and individual courses are not separated into different disciplinary domains.

Lists

Both national and local lists of subjects as well as lists of main fields of study are available via the University's website, www.his.se/styrdokument

¹⁰ Higher Education for Increased Competence (government bill 1992/93:169)

Appendix 2: Assessment Areas and Assessment Grounds for the Establishment of Degree Programmes

This appendix includes the assessment areas and assessment grounds that apply to the establishment of degree programmes. All assessment grounds are to be included in the completed application. Certain assessment grounds are included in the material for the strategic consultation with the Vice-Chancellor. For this reason, it is stated, for each assessment ground, whether or not it is to be included in the strategic consultation. Each assessment ground also has accompanying instructions. These can be found in the templates for the respective materials (strategic consultation and completed application respectively).

Assessment area 1: The name of the degree programme

Assessment ground:

The name of the degree programme reflects the programme content, and follows the University's guidelines for naming degree programmes.

Strategic consultation: Yes

Assessment area 2: Relationship to societal needs

Assessment ground:

The programme is relevant from a societal perspective – regionally, nationally, and/or internationally.

Strategic consultation: Yes

Assessment area 3: Relationship to the theme of the University's development plan – digitalisation for sustainable development

Assessment ground 1:

The programme is relevant in relation to 'digitalisation for sustainable development', the university-wide theme of the development plan.

Strategic consultation: Yes

Assessment ground 2:

The degree programme provides knowledge and skills related to 'digitalisation for sustainable development' in an integrated way.

Strategic consultation: No

Assessment ground 3:

The programme syllabus includes at least one local goal connected to the 'digitalisation for sustainable development' theme.

Strategic consultation: No

Assessment area 4: Relationship to the study programme's main field of study, and to other courses at the school and at the University

Assessment ground 1:

The programme content is relevant in relation to the definition of the main field of study in question.

Strategic consultation: No

Assessment ground 2:

If the main field of study in question is part of a field for Degrees of Master (120 credits), the programme content must be relevant in relation to the definition of the field in which the degree-awarding powers apply.

Strategic consultation: No

Assessment area 3:

There is a need for the programme, related to the school's and the University's range of programmes.

Strategic consultation: Yes

Assessment area 5: Attractiveness, student recruitment, and number of applicants per place

Assessment ground 1:

There is room for the degree programme, in relation to the range of programmes in the subject area provided by other higher education institutions nationally and internationally (if international admission is planned).

Strategic consultation: Yes

Assessment ground 2:

There must be an adequate recruitment base for the programme, among one or more defined target groups.

Strategic consultation: Yes

Assessment ground 3:

Gender equality, broader recruitment, and equal opportunities¹¹, must be taken into account when recruitment and admission of students are being planned.

Strategic consultation: Yes

Assessment ground 4:

Entry requirements for the degree programme must be adequate, and must promote both quality in, and accessibility to, the

¹¹ Work with equal opportunities is based on the Discrimination Act, and aims to promote equal rights and opportunities for all staff and students, regardless of gender, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation, or age.

programme.

Strategic consultation: No

Assessment area 6: Finances

Assessment ground:

Financial resources that enable high quality in the degree programme must be available. A degree programme must normally be able to pay for itself three years after its commencement.

Strategic consultation: Yes

Assessment area 7: Infrastructure

Assessment ground:

There are conditions for a stable infrastructure that suits the degree programme's purpose, which is provided by the school and the University's Support Services.

Strategic consultation: Yes

Assessment area 8: Teaching capacity and teaching ability

Assessment ground:

The number of teachers and their combined competence is adequate and proportionate to the degree programme's specialisation, content, scope, size, delivery, and research basis.

Strategic consultation: Yes

Assessment area 9: Educational environment, research basis, and quality assurance

Assessment ground 1:

There is a scholarly/artistic, vocationally specialised, educational environment that is relevant to the degree programme.

Strategic consultation: No

Assessment ground 2:

The programme has a clear research basis, and is connected to one or more of the University's research environments.

Strategic consultation: Yes

Assessment ground 3:

Systematic quality assurance will take place to ensure and develop the quality of the degree programme.

Strategic consultation: No

Assurance area 10: Programme syllabi, included courses, pedagogical concept, and assurance of qualitative targets and programme objectives

Assessment ground 1:

There is a proposed programme syllabus, and a brief description of new courses in the programme.

Strategic consultation: No

Assessment ground 2:

The courses in the programme that are not included in the main field of study of the programme, but in other subjects, have a clear function related to the area of knowledge covered by the programme. The courses contribute to the programme having a study route that is prudent in terms of content and pedagogy.

Strategic consultation: No

Assessment ground 3:

The programme's structure, delivery and summative assessment(s) ensure that the students reach national qualitative targets and local programme objectives, through a progression of the knowledge base, skills, and attitudes in the programme.

Strategic consultation: No

Assessment ground 4:

Students' learning is promoted through a pedagogical concept anchored in the degree programme.

Strategic consultation: No

Assessment area 11: Links with working life, internationalisation, and further studies

Assessment ground 1:

The study programme is useful, and prepares students for working life.

Strategic consultation: No

Assessment ground 2:

Relevant third-stream activities take place within the degree programme.

Strategic consultation: No

Assessment ground 3:

An internationalisation perspective is integrated in the degree programme's structure and delivery.

Strategic consultation: No

Assessment ground 4:

The programme includes courses of at least 30 credits that are particularly suitable for students from foreign higher education institutions (applies mainly to first-cycle programmes that comprise 180 credits).

Assessment ground 5:

Students in the programme have the opportunity to study abroad for at least one term (applies mainly to first-cycle programmes that comprise at least 180 credits).

Strategic consultation: No

Assessment ground 6:

The degree programme prepares students for further studies.

Strategic consultation: No

Assessment area 12: Gender equality¹² and student influence**Assessment ground 1:**

A gender equality perspective is taken into consideration, communicated, and anchored in the degree programme's structure and delivery.

Strategic consultation: No

Assessment ground 2:

The Programme Coordinator, Course Coordinator, and other relevant staff work to ensure that students take an active role in developing the programme.

Strategic consultation: No

¹² The gender equality perspective is also mentioned in the area Attractiveness, student recruitment, and applicants per place.

Appendix 3: Assessment Areas and Assessment Grounds for the Establishment of Subjects

This appendix includes the assessment areas and assessment grounds that apply to the establishment of subjects (that is a main field of study, resource subject, or a new third-cycle subject). All assessment grounds are to be included in the completed application. Certain assessment grounds are included in the material for strategic consultation. For this reason, it is stated for each assessment item whether or not it is included in the strategic consultation. There are also instructions accompanying each assessment item. These can be found in the templates for the respective materials (strategic consultation and completed application respectively).

Assessment area 1: Definition and classification

Assessment ground 1:

The subject definition is brief, and defines the core of the subject. Any local adoption of a profile for the subject on the part of the University of Skövde is made clear in the definition.

Strategic consultation: Yes

Assessment ground 2:

The subject is adequately classified in terms of educational field, national main field of study group, and subject group.

Strategic consultation: Yes

Assessment area 2: Subject Coordinator

Assessment ground:

There is a proposed prospective Subject Coordinator¹³.

Strategic consultation: No

Assessment area 3: Relationship to other courses and study programmes at the school and University

Assessment ground:

There is a need for the subject, in relation to the school's and the University's range of programmes. New subjects are planned for inclusion in one or more degree programmes at the University of Skövde.

Strategic consultation: Yes

¹³ At the University, there must be one representative for each subject that constitutes a main field of study, a so-called Subject Coordinator. The same applies to resource subjects.

Assessment area 4: Teaching capacity and teaching competence

Assessment ground 1:

The number of teachers and their joint competence is adequate, and proportionate to the subject's (main field of study or resource subject) educational content and educational research basis. Normally, all teachers must be employed at the University, and a majority should be permanently employed.

Strategic consultation: Yes

Target values for the number of permanently employed teachers with the relevant competence are as follows ¹⁴:

	First-cycle main field of study	Master's (60 credits) level main field of study	Master's (120 credits) level main field of study	Third-cycle subject¹⁵	Resource subject
Scholarly and artistic competence	At least four teachers with a Degree of Doctor (or the equivalent artistic competence), of which at least one is a professor	At least six teachers with a Degree of Doctor (or the equivalent artistic competence), of which at least one is a professor, and one is a docent	At least ten teachers with a Degree of Doctor (or the equivalent artistic competence), of which at least two are professors, and two are docents	At least ten teachers with a Degree of Doctor (or the equivalent artistic competence), of which at least two are professors, and two are docents	At least one teacher with a Degree of Doctor (or the equivalent artistic competence)
Pedagogical competence	At least two recognised university teachers or distinguished university teachers	At least two recognised university teachers or distinguished university teachers	At least two recognised university teachers or distinguished university teachers	At least four teachers with formal supervisor competence	At least one recognised university teacher or distinguished university teacher
Profession-related competence	At least two teachers with profession-related competence (the target value must be taken into special consideration for subjects that constitute specialisations or the equivalent within professional qualifications)	At least two teachers with profession-related competence (the target value must be taken into special consideration for subjects that constitute specialisations or the equivalent within professional qualifications)	At least two teachers with profession-related competence (the target value must be taken into special consideration for subjects that constitute specialisations or the equivalent within professional qualifications)		

¹⁴ The target values for main fields of study at a Master's (60 credits) or Master's (120 credits) level are based on the premise that both first- and second-cycle education in the field is being offered.

¹⁵ The numbers in this column are at a base level. If admission of a large number of doctoral students is planned, the number may need to be increased.

Assessment ground 2:

There is space and conditions for the development of teaching competence (scholarly/artistic, subject-related, and pedagogical), both on an individual level and for the subject group as a whole.

Strategic consultation: No

Assessment area 5: Quality assurance

Assessment ground:

Systematic quality assurance takes place to secure and develop the quality of the subject.

Strategic consultation: No

Assessment area 6: Infrastructure

Assessment ground:

There are conditions for a stable infrastructure that suits the purpose of the subject (main field of study or resource subject).

Strategic consultation: Yes

Appendix 4: Schedule for the Establishment of Degree Programmes Starting in the Autumn Term

Year 1	
September/October	Strategic consultation with the Vice-Chancellor
October	Pre-presentation of programme proposal to the Faculty Board
October – February	Preparation of application
Year 2	
February	The application is processed at the Faculty Board meeting ¹⁶
March	The Vice-Chancellor makes a decision concerning establishment of the programme
March	The Vice-Chancellor makes a decision concerning the range of programmes – new and existing degree programmes
March/April	The programme syllabus is ratified by the Faculty Board
April – September	Planning, production, publication/distribution of marketing materials for the new programme
April – November	Development of new courses
1 st October	The University informs the Swedish Institute which programmes it will offer in English during the coming year (to enable grant applications)
15 th October	The application period at University Admissions opens (international admissions)
October – November	National student fairs for marketing the University's courses and study programmes with national admissions
1 st November	The range of programmes for the coming autumn term is published on his.se
1 st December	All course instances for the next autumn term are registered in KursInfo
Year 3	
15 th February	The application period on antagning.se opens. Applies to further education degree programmes for those who are already working professionals (courses and study programmes for specialist nurses and midwives)
15 th March	The application period on antagning.se opens (national admissions)
August	Start of programme

¹⁶ The complete application, including a proposed programme syllabus, is submitted to the Registry Officer and the Faculty Board Secretary one week before the meeting.

Appendix 5: Schedule for the Establishment of Degree Programmes Starting in the Spring Term

Year 1	
August	Strategic consultation with the Vice-Chancellor
September	Pre-presentation of programme proposal to the Faculty Board
September – December	Preparation of application
December	The application is processed at the Faculty Board meeting ¹⁷
December	The Vice-Chancellor makes a decision concerning establishment of the programme
Year 2	
January	The Vice-Chancellor makes a decision concerning the range of new degree programmes starting in the spring term
February	The programme syllabus is ratified by the Faculty Board
February – May	Planning, production, publication/distribution of marketing materials for the new programme
February – May	Development of new courses
May	Publication on University Admissions and his.se (international admissions)
1 st June	All course instances for the next spring term are registered in KursInfo
1 st June	The application period on University Admissions opens (international admissions)
15 th August	The range of programmes for the coming spring term is published on his.se (national admissions)
15 th August ¹⁸	The application period on antagning.se opens. Applies to further education degree programmes for those who are already working professionals (courses and study programmes for specialist nurses and midwives)
15 th September	The application period on antagning.se opens (national admissions)
1 st October	The University informs the Swedish Institute which programmes it will offer in English during the coming year (to enable grant applications)
Year 3	
January	Start of programme

¹⁷ The complete application, including a proposed programme syllabus, is submitted to the Registry Officer and the Faculty Board Secretary one week before the meeting.

¹⁸ In cases where the University has a degree programme that is to be included in this round of admissions.